

**THE ROLE OF NGOs AND EDUCATION SERVICE DELIVERY IN UGANDA,
A CASE STUDY OF UNICEF-NGO**

BY

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APPROVAL

I confirm that the work reported in this Research report was carried out by the candidate under my supervision as a university supervisor.

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LIST OF ABBREVIATIONS

ADB	Asian Development Bank
HIV	Human Immunodeficiency Virus
AIDs	Acquired immunodeficiency syndrome
BEQUAL	Basic Education Quality and Access in Uganda
BRAC	Bangladesh Rural Advancement Committee
DFAT	Australian Department of Foreign Affairs and Trade
GDP	Gross Domestic Product
GoU	Government of Uganda
LDC	Least Developed Country
NGO	Non-Governmental Organization
NGPES	National Growth and Poverty Eradication Strategy
NSEDP	National Socio-Economic Development Plans
OECD	Organisation for Economic Co-operation and Development
PDAE	Paris Declaration on Aid Effectiveness
RTMs	Round Table Meetings
RTP	Round Table Process
SWGs	Sector Working Groups
UN	United Nations
UNDAF	United Nations Development Assistance Framework
UNDP	United Nations Development Programme
UNICEF	United Nations International Children's Emergency Fund
UPE	Universal Primary Education
INGO	International Non-Governmental Organization
CVI	Content Validity Index

LIST OF TABLES

Table 1: Sample size distribution.....	20
Table 2: Sex of respondents.....	24
Table 3: Age of respondents (in years).....	24
Table 4: Marital status of Respondents.....	25
Table 5: Occupation of respondents.....	25
Table 6: Showing the Education Level of Respondents	26

LIST OF FIGURE

Figure 1: Conceptual frame work18

TABLE OF CONTENTS

DECLARATION	i
APPROVAL	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
LIST OF ABBREVIATIONS.....	v
LIST OF TABLES.....	vi
ABSTRACT.....	xi
CHAPTER ONE	1
INTRODUCTION	1
1.0 Introduction.....	1
1.1 Background of the Study.....	1
1.2 Statement of the Problem.....	3
1.4 Research Objectives	4
1.5 Research Questions	4
1.6 The Scope of the Study	4
1.6.1 <i>Geographical scope</i>	4
1.6.3 <i>Theoretical Scope</i>	5
1.6.4 <i>Time Scope</i>	5
1.7 Justification of the study	5
1.8 Significance of the Study.....	5
CHAPTER TWO	7
LITERATURE REVIEW.....	7
2.1 Introduction.....	7
2.2 Various contributions laid by NGO towards education.....	7
2.3 Future prospects of NGO for enhancing quality education	10
2.4 Opinion of NGO on the efforts made by government for improving primary education	12
2.5 Related studies.....	15

2.6 Conceptual framework	18
CHAPTER THREE	19
RESEARCH METHODOLOGY	19
3.1 Introduction.....	19
3.2 Research Design	19
3.3 Area of the Study.....	19
3.4 Population of the study.....	19
3.5 Sample size	20
3.6 Sample procedure	20
3.7 Sample selection	20
3.8 Data Collection	21
3.8.1 <i>Research Questionnaire</i>	21
3.8.2 <i>Interview Guide</i>	21
3.9 Data quality	22
3.9.1 <i>Testing the validity of the research instrument</i>	22
3.10 Data control processing and analysis	22
3.11 Constraints encountered and solutions.....	23
CHAPTER FOUR:	24
DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS	24
4.0 Introduction.....	24
4.1 Biographical data.....	24
4.1.1 Determination of the respondents bio-data.....	24
4.2 Various contributions laid by the NGO towards education in Uganda.....	26
4.3 Future prospects of the NGO in enhancing quality education in Uganda	28
4.4 Opinions of the NGO on the efforts made by the government for improving Primary Education in Uganda.	29

CHAPTER FIVE:	32
DISCUSSIONS OF FINDINGS, CONCLUSION AND RECOMMENDATIONS	32
5.1 Discussions of findings	32
5.2 Conclusion	33
5.3 Recommendations	35
5.4 Recommendations for Further Research.....	36
REFERENCES	37
APPENDICES	46
APPENDIX I: RESEARCH QUESTIONNAIRE.....	46
APPENDIX II: INTERVIEW GUIDE.....	51

CHAPTER FIVE:	32
DISCUSSIONS OF FINDINGS, CONCLUSION AND RECOMMENDATIONS	32
5.1 Discussions of findings	32
5.2 Conclusion	33
5.3 Recommendations	35
5.4 Recommendations for Further Research.....	36
REFERENCES	37
APPENDICES	46
APPENDIX I: RESEARCH QUESTIONNAIRE.....	46
APPENDIX II: INTERVIEW GUIDE.....	51

ABSTRACT

The purpose of this research study was to assess the effects on Non-Governmental Organizations on education service delivery in Uganda, focusing on the contribution of UNICEF. Specifically, this study aimed at achieving the following objectives (i).to determine the various contributions laid by the NGO towards education in Uganda; (ii) to examine the future prospects of the NGO in enhancing quality education in Uganda and (iii) to find out the opinions of the NGO on the efforts made by the government for improving Primary Education in Uganda. This study employed descriptive research design. The researcher found out real facts with regard to existing conditions. Descriptive study was used because to obtain information concerning the current status of the phenomena to describe "what exists" with respect to variables or conditions in a situation. The methods involved range from the survey which describes the status quo, the correlation study which investigates the relationship between variables, to developmental studies which seek to determine changes over time. In this study, the researcher used questionnaires and interviews as primary sources of gathering data and documentary analysis as secondary method. The researcher used interview guide as a tool to obtain firsthand information from the key informants on the services they got from UNICEF Non-Governmental Organization. Data on profile of respondents were analyzed using simple frequency counts and percentage distributions. Findings on the various contributions laid by the Non-Governmental Organization towards education in Uganda showed that a Non-Governmental Organization can be a tool to get all children into schools, out of 40 Non-Governmental Organization's members, 77.5% responded to Yes, 22.5% responded to Maybe and 0% responded to No on the statement. The government is making efforts for the improvement of Primary Education, out of 40 Non-Governmental Organization's agents, 0% responded to Yes, 0% responded to Maybe and 100% responded to No on the statement; the organization provide various awareness programs such as health and hygiene awareness programs etc. Moreover, findings on the future prospects of the Non-Governmental Organization in enhancing quality education in Uganda out of 40 Non-Governmental Organization's agents, 40% responded by No, 60% responded to Sometimes and 0% responded to Never on the statement on that the schools that are being funded by the Non-Governmental Organization is in a better position than those funded by the Government; out of 40 Non-Governmental Organization's agents, 65% responded to Yes, 35% responded to Maybe and 0% responded to No on the statement said that they were able to fulfill the aims and objectives of the organization towards primary education; finally, findings on the opinions of the NGO on the efforts made by the government for improving Primary Education in Uganda that out of 40 NGO Members, 2.5% responded to Maybe, 55% responded to YES and 42.5% responded to No on the statement that NGO been ever funded by the Government; the researcher concluded that primary education is one of the very important aspects for each and every individual, it is the foundation in which the further educational life of an individual depends. The process of getting each and every child free and compulsory education is on its progress yet there are vague space that are need to be met and filled. The study revealed that the aims and purposes that some of the NGO has been holding for enhancing the quality of primary education is to provide training programs for the teachers which would be given free of course so that the teachers can learn new innovative techniques in teaching and can provide better education to the children. The NGO has the aim to recruit skilled teachers and provide them into different schools run by Ngo's as well as other schools of rural areas. The study also further revealed that School has been contributed by different stationeries, sanitary items, different playing items for the children, etc. The researcher recommended that UNICEF should contribute to quality of democratic governance, transparency, accountability and provide a flat form for ethical practice. Integrity is essential for global market to flourish and UNICEF should ensure international agreements are respect on Education Service Delivery. UNICEF should combine the elements of an effective ethics management system in line with their own administrative and cultural circumstance on Education Service Delivery.

CHAPTER ONE INTRODUCTION

1.0 Introduction

This chapter consists of the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, and scope of the study, conceptual framework and significance of the study.

1.1 Background of the Study

Globally, in the present day the whole world is moving rapidly towards the context of modernization and globalization. Many advanced countries have taken its lead in the direction where they are using education as a key tool in the process, whereas developing countries are still on its move and preparing. The development of the whole world invariably depends upon the developing countries if they will succeed to develop their educational systems. In Bangladesh, which houses one of the world's largest NGO sectors, two local NGOs alone work with a client-base of roughly seven million people. The first, BRAC, has core programs in rural and urban development, education and health in all 64 districts of the country, and reaches more than 50,000 villages. Over one million children attend its' schools and it provides paid employment to 60,000 people (BRAC Annual Report 1999).

In Africa, NGOs have emerged as key players in social development in the country by supplementing government efforts. Many a times, they have involved themselves as important stakeholders in various social development programmes. Having efficient and participatory service delivery systems, they have been instrumental in promoting and supporting education delivery, healthcare, literacy, poverty alleviation through sustainable development, rehabilitation, women and child care, human development, environmental protection, HIV/AIDs support programmes, agriculture extension services, etc. few examples will illustrate the contribution that the size and reach of NGOs can make to ensuring human security. The inherent strengths of some of the effective NGOs are willingness to work in remote areas among the depressed classes, ability to set in motion participatory process in identification of the need, the design and implementation of programmes, the readiness to

mobilize and use local resources, a non-hierarchical approach in working with people, cost effective service delivery, freedom from red tape and freedom to innovate. They have been instrumental in creating awareness and implementing development programmes in agriculture, watershed development women's empowerment, education health and family welfare. They are the representatives of the alternative modes of development.

In Uganda, a large proportion of Ugandan populations have been living in the conditions of poverty and illiteracy. Education, as the only mediate and in any form needs to be provided to them for improving their quality of life. The Uganda Framework for Action: Education for All (2000) reiterates that "Education is a fundamental human right. It is the key to sustainable development and peace and stability within and among countries and thus an indispensable means for effective participation in the societies and economies of the twenty-first century, which are affected by rapid globalization. Achieving educational goals in 2030 should be postponed no longer. The basic learning needs of all can and must be met as a matter of urgency." The need of the hour is that primary education should be universalized, secondary education should be vocationalized and higher education should be expanded. Discussion on universalization of elementary education had been a talk of policy makers even before independence.

There are mainly three types of schools dealing with elementary education in Uganda viz. Governmental, Private and NGO. As far as government is concern, they make schemes of Elementary Education but forget to give definite shape to it and are accused of inefficiency and non-responsive behavior. Private sector driven by profit, prices itself out of the reach of the poor. The voluntary sector is perceived to be motivated by altruism, making it a suitable catalyst for promoting sustainable development of poor in rural areas. So NGOs can help the government implement its policies and in achieving the Uganda Educational Goal in 2030. In short, education is the only weapon that can wipe out the context of illiteracy from the country and provide promising individuals for its nation.

1.2 Statement of the Problem

Education is invariably one of the crucial and a basic right of each and every citizen of the country (Mc Cormick, 2012). It is the process by which our cognitive aspect develops through formal learning. It is both mental as well as intellectual training which broadens the area for opportunities to grow and helps to meet different challenges and obstacles that may hinder the progress of the individual. Again, the main purpose of education is to develop and enlighten the capacity of the individual to the optimum level (Larvegne, 2006). The main part that the education plays is by training the individuals to make the right choices in their lives and also in future. It also broadens our horizons and ennobles our minds, refining it and making an individual a responsible one.

However, one of the main problems in failing the target achievement is financial handicap of the government. The expenditure on education Uganda, according to the recommendation of UPE, was to spend 6% of the GDP (Frabk & Schofer, 2007). The economic betterment of the poorer sections cannot be achieved without social transformation involving structural change, educational development, and growth in awareness and change in outlook, motivation and attitudes (Howell & Pearce, 2002). The social framework should be such as to provide opportunities for the poorer sections to display initiative and to stand on their feet.

Moreover, NGOs' approach to development is based on the principle of people's participations. NGOs are increasingly gaining attention and are looked upon as alternative agencies in promoting awareness, change and development in society (Munier, 2012). They are extensively involved in alleviating the poverty and promoting sustainable and equitable development. They are in a position to provide social services to different sections of the society where as the state fails to provide such services (OECD, 2011).

Despite this effort, through many plans had been made to implement this scheme, special concentrated efforts were made after independence only. According to the Constitution of Uganda which was adopted in 1995, this activity was to be completed within a time period of ten years. The target kept on changing in every five-year plan. The Educational Goal is implemented in 2020 fixed the target of achieving this goal by 2030. Regardless of many

policies focusing upon its achievement, still Uganda government is far behind the goal. Therefore, this research study was target at examining the roles of NGOs in education service delivery in Uganda by considering UNICEF as a case study.

1.3 Purpose of study

The purpose of this research study was to assess the effects on Non-Governmental Organizations on education service delivery in Uganda, focusing on the contribution of UNICEF.

1.4 Research Objectives

Specifically, this study aimed at achieving the following objectives:

- i. To determine the various contributions laid by the NGO towards education in Uganda.
- ii. To examine the future prospects of the NGO in enhancing quality education in Uganda
- iii. To find out the opinions of the NGO on the efforts made by the government for improving Primary Education in Uganda.

1.5 Research Questions

In order to provide direction and sharpen the focus of this study, the following research questions were formulated:

- i. What are the various contributions laid by the towards education in Uganda?
- ii. What is the future prospect of the NGO for enhancing quality education in Uganda?
- iii. What is the opinion of the NGO on the efforts made by government for improving primary education in Uganda?

1.6 The Scope of the Study

1.6.1 Geographical scope

The research work was done in Uganda, especially in the capital city that is to say Kampala, Uganda.

1.6.2 Content scope

The study took into account the role of NGOs as an independent variable and education service delivery as a dependent variable.

1.6.3 Theoretical Scope

The study employed

1.6.4 Time Scope

This research was fulfilled within a period of six months that is from November 2018 to April 2019.

1.7 Significance of the Study

This research provides greater understanding of the extent to which NGOs have influenced the process and outcomes of Education Service Delivery in Uganda policy. Although there have been some similar studies on the influence of external assistance on Uganda education policy, none of them examined the influence the role of NGO's and Education Service Delivery in Uganda.

This study extensively scrutinizes NGOs' influence on education service delivery as well as how they exercise such influence. It also provides insight into power relations between NGOs in relation to the process and outcomes of education policy development through different strategies and mechanisms, particularly through the officially accepted platform. This study on NGOs in Uganda is also significant in the way that it will extensively be grounded in real research fieldwork rather than case studies by which most NGO research is heavily undertaken.

It is hoped that this research may also be used to inform NGOs and donors regarding the roles of NGOs in the Uganda context in order to support better partnerships and more holistic policy development. As the education sector is the largest recipient of NGO aid in Uganda and is recognised as the first development priority by Government of Uganda, it is hoped that research findings will also benefit other sectors where similar policy partnerships exist. This research also aims to enlighten donors and governments to appreciate the roles of NGOs in educational policy interventions more generally in the Uganda.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focused on the concept of NGOs and the role they play in the education service delivery. It highlights concepts, ideas, theories, and opinions from Authors/ experts, theoretical perspectives. In this section, the researcher presents a discussion of literature related to the definition and meaning of the concepts in the study variables, namely NGOs and education service delivery. The definitions are based on the ideas of different scholars in the two fields based on the objectives of the study. Also it describes related studies; it involves secondary data obtained from textbooks and journals.

2.2 Various contributions laid by NGO towards education

2.2.1. Definition of NGOs

The term NGOs was coined in 1946 in the UN Charter and has been widely recognised, particularly over the last twenty years (Boli & Thomas, 1997). Definitions of NGOs vary depending on several characteristics such as size, objectives, organisational structure, and resources (Kim, 2011), as well as the geopolitical contexts in which they operate. The World Bank defines NGOs as “private organizations that pursue activities to relieve suffering, promote the interests of the poor, protect the environment, provide basic social services, or undertake community development” (Gibbs et al., 1999, p. ix). Clarke (1998, p.36) defines NGOs as “private, non-profit, professional organizations, with a distinctive legal character, concerned with public welfare goals”. Willetts (2001), however, maintains that there is no generally accepted definition of NGOs and that different countries define NGOs differently depending on their social and political perceptions.

Despite the lack of a unanimous definition of NGOs, there are some widely accepted characteristics of NGOs that underpin their existence in the development context. First and foremost, NGOs must not act as, or be affiliated with, political parties or governmental agencies. Furthermore, they should not aim to gain any political power through their operation (Kim, 2011). Secondly, they should not generate profit for the sake of their

organisation – conversely, they are expected to work for the benefit of (often poor) people (Kim, 2011; Desai, 2002). Thirdly, NGOs should be based on benevolent purpose and thus all criminal and terrorist groups are excluded from the definition of NGOs despite the fact that they do not belong to any government agencies or political parties (Kim, 2011). It is interesting, however, that several religious charity organisations are regarded as NGOs.

2.2. 2 Roles of NGOs

NGOs can be categorised into different types based on their level of organisation, geographical location and main purpose. Korten (1987) divides NGOs into three categories namely, relief NGOs, development NGOs and advocacy NGOs (see Korten, 1987). Relief NGOs have been operating since the end of the Second World War (Chum, 2010). Their key roles include famine relief, natural and man-made disaster response and recovery, and other humanitarian assistance (Martinussen & Pedersen, 2003). Their work includes food distribution, and providing shelter, clean water, medicine and other basic needs to refugees and affected groups of people (Potter, 2008).

The second category are development NGOs, a group that has gained momentum since the 1970s (Korten, 1987). The main purpose of these NGOs is to operate long-term development projects that support poverty alleviation and socio-economic development. They generally assist government in fulfilling needs at the grassroots level that cannot be covered by the governments due to their limited resources (Willis, 2011). NGOs in this category may also concentrate more on community engagement and local empowerment to sustain development over time (Martinussen & Pedersen, 2003). Some scholars argue that they work more effectively than governments and large donors in helping local communities manage their local resources, which is important for sustainability (Willis, 2011). A good example of this category of NGOs is Save the Children, which is one of the largest international NGOs, and has implemented development projects in more than 120 countries with the aim of improving socio-economic conditions (Kim, 2011).

The last category is advocacy NGOs whose main purpose is to advocate and influence changes in government policies in areas such as human rights and environmental issues (Kim, 2011). This generation of NGOs has played an increasing role in advocating and lobbying government

policies since the 1980s (Korten, 1987). In parallel with policy advocacy, they also educate people to be aware of their rights to social and political engagement. As their strategic focus often centres on democratisation and human rights advocacy, their mandate has also shifted from a needs-based to a rights-based approach (Hulme & Edward, 1997). Through this approach, NGOs have proved to be an important force in driving democratisation, participatory decision making, and human rights protection across the globe (Krut, 1997; Tvedt, 2002; Hyden, 1997).

Many strong NGOs act as a counterweight to authoritarian or tyrannical regimes in advocating for policy change (McIlwaine, 1998; Ife, 2002). Amnesty International, which advocates for human rights, is a good example of NGOs in this category. Advocacy NGOs seems to be growing in the development landscape, and drawing increasing attention from donors, especially from Western countries (Kim, 2011).

However, Christina (2001) cautions that the fact NGOs have striven to move towards the policy arena and towards becoming governments' policy counterparts may have diminished their traditional role as catalysts who actually make changes for the poor and marginalised. Moreover, NGOs' operating frameworks are often influenced by donors who exercise their political agenda through funding NGOs to act on their behalf (Mercer, 2002; Howell & Pearce, 2002; Pearce, 2000). Donors' preference for NGOs to play an advocacy role is partly due to the fact that donors are more eager to maintain good relationships with governments than taking possible risks through advocating for controversial policies (Lundmark & Malmberg, 2008).

Similarly, while donors have harnessed NGOs as agents of change, socio-political contexts of recipient governments are frequently overlooked by funding organisations. NGOs' lack of understanding of the socio-political contexts of the countries they operate in has resulted in counterproductive interventions and also in unhealthy relationships between NGOs and governments (Christina, 2001). The fact that *advocacy* NGOs in particular are perceived as governments' opponents and lack adequate backup from major donors (Lundmark & Malmberg, 2008) has made NGOs in this category more vulnerable than relief and development NGOs to governments' strict scrutiny and supervision (ADB, 2011; Chum,

2010; Delnoye, 2010; Korten, 1987).

Specific to Uganda, although most NGOs are in the first and second categories and their role is legally confined to that of a ‘provider’ of humanitarian aid and development assistance (Roberts, 2004; PMO, 2010), there seems to be a marked move toward policy advocacy. More and more NGOs, particularly educational NGOs, are employing a dual mandate – development and policy advocacy. The shift in NGOs’ role in Uganda has altered the way that the government and other DPs perceive and interact with NGOs.

2.3 Future prospects of NGO for enhancing quality education

Apart from partnering with governments, international NGOs have increasingly collaborated with other DPs including donor organisations, UN agencies, local NGOs and other non-profit organisations. Due to their strengths at grassroots level and efficiency in delivering impacts with local people, NGOs have become implementing agents and sub-contractors of donor and UN agencies (Duffield, 1997). Some major donors, like the World Bank have partnered their projects with NGOs around the world as they acknowledge that NGOs are able to reach poor communities, identify local needs and build capacity for outreach population at low cost (Gibbs et al., 1999). Some NGOs have raised their status to that of UN agencies’ in some development interventions. For example, Save the Children has worked as an equal partner with UNICEF in education and other development programmes (Save the Children & UNICEF, 2012).

NGOs are also well-known for their capacity to provide research-based evidence that they can utilise to attract funding from donors (Zeiser, 1998). Donors generally acknowledge that NGOs have better experiences than them and governments in working successfully with communities, and therefore several donors have increasingly channelled their financial assistance through NGOs (Strand, 2005). Arguably, donor countries are increasingly trusting NGOs more than the recipient governments in terms of fund utilisation, particularly in countries led by incapable or corrupt governments (*ibid.*). Donors also seem to be more interested in NGO consortium and alliances, where several NGOs share their resources in project implementation. Some donors set a consortium working approach as a pre- condition for funding application. An example is

the upcoming Basic Education Quality and Access in Uganda (BEQUAL) programme with a budget of more than 85 million AUD over a 10 year period. The Australian Department of Foreign Affairs and Trade (DFAT) required Child Fund, Plan International, Save the Children and World Vision to work as a consortium for their funding application (DFAT, 2014). Subsequently, this NGO consortium has become a managing contractor for BEQUAL. The fact that DFAT has partnered with an NGO consortium in BEQUAL not only indicates that NGOs are viewed as a competent agent to deliver the programme outcomes, but it also suggests that DFAT is not really confident in the capacity of Government of Uganda (GoU) to implement this huge programme with the required accountability and transparency.

Through invoking international norms, NGOs also work in alliance with DPs to hold governments accountable for human rights, gender and environmental issues (Strand, 2005). Having said that, NGOs and donors are not always on the same page and their working approaches and priorities can be different. Despite the fact that they have a long history of partnership, their advocacy strategies can be very different depending on the political agenda of their respective organisations (Howell & Pearce, 2002). Furthermore, while NGOs cooperate with some donors, they also monitor donor development projects and may act against the implementation of such projects (Kim, 2011). A notable example is the Narmada dam construction project in India which was funded by the World Bank to be implemented by the Indian government. The project was eventually abandoned in response to the protest of allied NGOs and local communities because of its repercussions on the environment and people's livelihoods (*ibid.*). Therefore, in certain circumstances, NGOs can act as a counterbalance to both government and donors, and are not always allied with donors as some literature suggests.

2.4 Opinion of NGO on the efforts made by government for improving primary education

This section reviews key opinion of NGO on the efforts made by government for improving primary education that shape NGOs' role in Uganda, particularly in relation to education service delivery.

2.4.1 Paris Declaration on Aid Effectiveness

The Paris Declaration on Aid Effectiveness (PD), which was ratified by both the OECD and aid-recipient governments in 2005, aims at strengthening aid effectiveness through ownership of the recipient governments, donor alignment and harmonisation with the priorities of recipient government, enhancing mutual accountability, and results-oriented management (OECD, 2005). The adoption of PD has attempted to shift power from donors to recipient country governments through strengthening ownership and leadership of the aid-receiving governments to ensure that development agenda are "guided by development strategies and priorities established by partner countries" (OECD, 2005, p.2). However, the PD has also been accused of still being a donor-driven paradigm that enables donors' influence over development policies in a more indirect way (Wallace et al., 2007; Makuwira, 2006).

Despite such accusations, PD has also established a platform to assist poor countries to achieve MDGs and move out of Least Developed Country (LDC) status through measurable action plans. The collective effort and commitments to increased aid effectiveness under PD has unprecedentedly called for partner governments to demonstrate effective leadership over their development policies and aid coordination (World Bank, 2007). Undeniably, this change in aid architecture has affected the role (particularly at policy level) of NGOs and other civil society organisations, who were not signatories of PD but endorsed the declaration with grave concerns about capacities of partner governments to lead development projects with transparency and accountability (Lavergne & Wood, 2006).

2.4.2 Vientiane Declaration on Aid Effectiveness

In an effort to increase aid effectiveness through strengthened country leadership, the Government of Uganda (GoU) and donor agencies translated the PD into the Vientiane

Declaration on Aid Effectiveness (VD). This Declaration was signed by GoU and representatives of the 24 partner countries, donor and UN agencies in 2006 (see Table 2.1) with no legally binding obligation between signatories (GoU, 2006). It is recognised as a critical tool through which the government and donors strengthen aid effectiveness in order to achieve the MDGs by 2015 and lift Uganda out of the LDC list by 2020 (*ibid.*). The principles of VD are similar to those of PD, but the emphasis is placed on the leadership role of the government and the harmonisation of development assistance with state priorities (Phommalangsy, 2013; Silaphet, 2008).

2.4.3 The Round Table Process

The Round Table Process (RTP) has operated since 1983 with support from the United Nations Development Programme (UNDP) and the Government of Luxembourg in recent years (GoU, 2014). It is a national aid coordination mechanism that provides a unique platform for policy dialogues between GoU and DPs with regards to the country's development agenda and aid effectiveness under the United Nations Development Assistance Framework (UNDAF), and more recently the VD (GoU, 2014; Silaphet, 2008). The RTP comprises of High Level Round Table Meetings (RTMs) held every three years, Round Table Implementation Meetings (RTIMs) organised annually, provincial consultation conducted prior to both RTMs/RTIMs, and Sector Working Groups (SWGs) (GoU, 2014). With an effort to engage focused participation of DPs, GoU proclaimed the establishment of SWGs during the RTIM in 2005 (*ibid.*). The Education Sector Working Group was also formally established in 2007 as a consequence of RTIM and the enforcement of VD.

Traditionally, RTP was considered a platform between GoU and major donors with an aim to strengthen aid coordination and effectiveness through mutual understanding and consensus between the two parties with respect to development policies and strategies including MDGs and the National Growth and Poverty Eradication Strategy (NGPES) (GoU, 2014; Silaphet, 2008). However, in recent years, local authorities, NGOs, civil society and the private sector have increasingly engaged in the consultation process. This is despite the fact that decision making on policy development that feeds into the National Socio-Economic Development Plans (NSEDPP) is overwhelmingly at the discretion of national government with a certain level of

major donors' influence. NGOs, in particular, have increasingly utilised their participation in the RTP to advocate for changes in government policies. For example, in the 2014 RTIM, NGOs participated in policy consultation and advocacy for concrete assurance of civil society's full participation in the national development agenda, especially their engagement in the formulation of the upcoming 8th NSEDP (INGO Network, 2015).

2.4.5 NGOs' Influence on Government Policy

The fact that governments often perceive NGOs as contributors who fulfil needs at community level rather than acting as policy counterparts often makes NGOs conform to, rather than challenge, government policies (Banks & Hulme, 2012; Coston, 1998; Kingsbury et al., 2008; Korten, 1987; Willis, 2011). NGOs are more likely to be influenced by governments, because they operate under state rules and regulations (Kim, 2011). They are unable to play their role with complete autonomy despite their nominal identity as independent or non-governmental organisations (Creak, 2014). Conversely, some governments rigorously regulate and monitor NGOs' operation for fear of political insecurity and terrorism (Howell et al., 2008). With such political concerns, governments are prompted to closely supervise NGOs' missions and vigorously scrutinise activity details and funding management of NGOs, which in turn, undermines the responsive and independent operation of NGOs (Bennett, 2000). Moreover, NGOs are alleged to have been too donor-driven, and thus their policy influence relies almost entirely on donors who have better access to dialogues with high level government officials. Therefore, NGOs' missions are often more commonly directed by donors' priorities rather than community needs (Mercer, 2002; World Bank, 2009).

Whether governments influence NGOs' operation or NGOs influence government policies depends on the socio-political contexts of the countries in which NGOs are operating (Kim, 2011). In countries with a liberal political system NGOs tend to have stronger influence on government policy; while in countries with a centralised political structure, NGOs are more likely to be influenced by governments (*ibid.*). For example, in Uganda where the political structure is a centralised democracy, NGOs' operations are supervised by the Ministry of Foreign Affairs who guides and closely monitors NGOs' project activities (Roberts, 2004). On the other hand, in countries with more liberal socio-political structures and NGOs are

connected with certain political parties, in Thailand for instance, NGOs have great influence on the government's policy (Simpkins, 2003).

Although governments can enforce legal autonomy and bureaucratic hierarchy over NGOs, the latter can still wield influence over decision making processes, most apparently in the setting of agenda (Zeiser, 1998). NGOs can deploy a range of strategies to determine their room for manoeuvre and influence over development policy (Batley, 2011). Under certain circumstances where there is resistance from the state, NGOs can implement changes directly by sidestepping formal procedures and acting under the authority of a global alliance and adequate support from international community and powerful donors (Frank et al., 2007). The fact that NGOs possess evidence-based information that governments and donors might lack also makes them influential at the policy level (Zeiser, 1998). NGOs can use countervailing evidence as a source of strength to advocate for policy change in the global arena (*ibid.*).

2.4.6 External Influence on Uganda Education Policy

Major donors such as the World Bank, Aus AID (now DFAT) and the UNESCO have a huge influence on the Uganda education policy, which has been exercised through aid conditionalities (Phommalangsy, 2013). With their financial power, those influential donors have convinced GoU to align the Uganda education system with regional and global requirements, especially the Western standards, which in turn significantly affects national ownership on policy development (Munier, 2011; Phommalangsy, 2013). Several NGOs in Uganda such as Save the Children, Child Fund, World Vision and Plan International have cooperated with major donors and established different working groups and co-led technical clusters with those major donors to increase their influence on Uganda education policy (McCormick, 2012).

2.5 Related studies

The final and important specific reason for reviewing the related literature is to know about the recommendations of previous researchers listed in their studies for further researcher.

Singh (1998) discussed the role of Non Government Organization for primary education in the

city of Chennai. Few NGOs are running non-formal education centers for the child laborers and for the dropouts with syllabus designed by Govt. /State resource Center. Followed by the initiatives of NGOs Tamil Nadu Slum Clearance Board launched the Transit School Programme in 1997. Under this programme the child laborers who are withdrawn from work force are admitted in one-year full time schools specially designed for these children. These schools are spread all over the city. NGOs identify children in the age group of 7-13 years and motivate their parents to send their children to school. Repeated home visits by the transit school teachers have a positive impact on the parents and they agree to send their children to school. Transit School has devised a well planned strategy. Children who have dropped out within last one year are given special coaching in Transit School Camps for fifteen days and are then enrolled to school immediately. Non-enrolled and children with longer dropout period are admitted to these schools which is one year full time school. Chennai Corporation Council has approved the transit schools as feeder schools to corporation schools. This programme helped children to attend the classrooms and heavy dropout rate was prevented.

Seetharamu (1998) conducted the study on the current status of primary education in Bangalore city, taking into account various variables that are considered important to achieve the goal of UEE. The study presents a brief profile of the city. Around 20 percent of the population of Bangalore resides in slum, which are about 410 in number. Three types of slums exist in Bangalore city- the core are all city centers slums in Southeast are Tamil dominated. There are Muslim dominated slums in this region. The slums on intermediary and peripheral areas especially in Western and North -Western region are Kannad dominated slums. The study points out that the problem of primary education in Bangalore City is a problem of slums and marginal population. Around 16 percent of the total population of 6- 10 years of age group are still out of the schools. Enrolment of out of school children is a top priority. Enrolment drives should focus their attention towards the slum areas.

Jain et al (2000) in their study analyzed the efforts made by the government and NGOs to address to the issue of out-of-School children. The study focuses on the initiatives taken by various NGOs to tackle the problem of the working children of 6-14 years of age group. Some of the notable NGOs are MV Foundation, Andhra Pradesh; Pratham, Mumbai which are

seeking to make the government education network take cognizance of the schooling needs of the poor and be responsive to the communities.

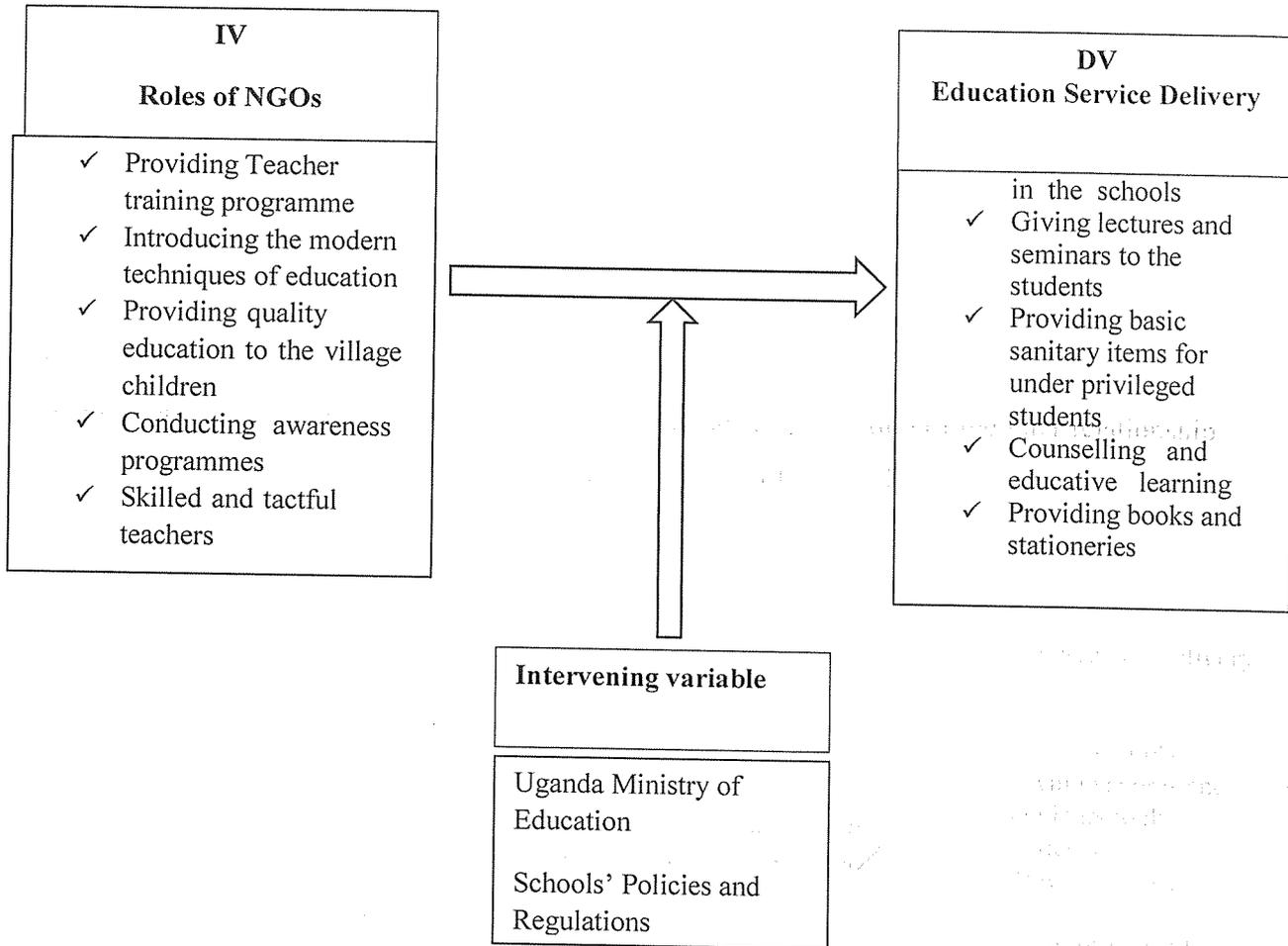
Juneja (2000) studied the role of two major organizations namely the Municipal Corporation and Non Governmental Organizations towards the goal of UEE in Mumbai City. More than 596 thousand children are enrolled in 1243 Municipal schools of Mumbai, which are offering eight different languages as medium of instruction. The study explains the administrative structure of the agencies responsible for primary education. One of the important developments for the progress of primary education was that Non-Government organizations are actively participating along with Municipality for education of the poor. Two NGOs namely The Door Step and Pratham are actively engaged in reducing stagnation and wastage in education at the primary stage. They are trying to improve the access and retention to education by opening non-formal education centers and study classes (extra-coaching for school going children). They are making school accessible on wheels or a school in bus those parks outside the slum areas where, for lack of land, a school cannot be built. The case studies from different metropolitan cities of Uganda make it clear that the civic and environmental conditions are meager and insufficient in all the slums. Education available to them is of inferior quality, which is one of the significant factors, contributing to high dropouts from these areas.

Jagannathan (2001) has conducted a study on the contribution of a few NGOs, which are operating in the primary education sector in Uganda. The researcher points out that NGOs play an important role in assisting the Government of Uganda in providing primary education, because the Government alone will not be able to provide primary education for all children. Those NGOs that the researcher was studying also played an important role in implementing programmes that the Government has launched. Another interesting finding from the study was that community involvement has a positive impact on the quality of education and if the parents were involved in the child's education, it also increased the attendance level.

2.6 Conceptual framework

The conceptual framework below shows a diagrammatic representation of the inter relationship between independent, intervening and dependent variables of the study.

Fig 1: Conceptual frame work



Source: Primary data, 2018

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter comprises the research design, population, sample size, sampling strategies, data collection instruments, validity and reliability of the data collection instruments, data analysis, ethical considerations and limitations of the study.

3.2 Research Design

This study employed descriptive research design. Cooper (2003) observed that descriptive studies are structured with clearly stated questions to be investigated. The Descriptive method not only tries to collect precise information about the current state of the problem under investigation but also helps to draw valid conclusion from the discovered facts. It involved describing, recording, analysis and interpretation of conditions that exist, measurement as well as classification. The researcher found out real facts with regard to existing conditions. The purpose of the descriptive study was immediate and long lasting; it tried to study the phenomena in a natural setting and does not arise to develop organized body of scientific laws. This method expresses the processes that were going on and it tried to highlight the conditions and relationships that existed between the variables, opinions that were held by major stakeholders of education, teachers, students and parents.

3.3 Area of the Study

The study was conducted in UNICEF headquarter in Kampala. This is found on George Street, Plot 9, PO Box 7047, Kampala-Uganda.

3.4 Population of the study

This study was selected from UNICEF headquarter and was constituted by 45 individuals (UNICEF, annual report, 2018).

3.5 Sample size

Since the research population from UNICEF Headquarter was 45 individuals, the sample size was determined by the use of Slovene's formula as indicated below:

$$n = \frac{N}{1 + N(e^2)}$$

Where; n = the sample size; N = the population size; and e = the level of significance, which is = 0.05. This can further be illustrated as below:

$$n = 45 / 1 + 45(0.05)^2 = 40,4, \text{ thus } n = 40 \text{ respondents}$$

Thus, using the above formula, the sample size in this study was 40 and this was divided as below.

3.6 Sample procedure

Table 1: Sample size distribution

Category	Population	Sample size	Sampling techniques
Management department	5	3	Random sampling
Finance department	4	4	Purposive sampling
Employees	38	33	Random sampling
Total	45	40	

Source: Primary data, 2019

3.7 Sample selection

The sampling techniques that was used in this study are included systematic random and purposive sampling techniques. Systematic random sampling was employed because it is simple and avoids cases of biasness in sampling. This was done by computing a systematic random number which is two, such that when two employees from UNICEF were selected, the third was left out and then the fifth and sixth was chosen until a sample size is reached. However, business finance staff members was purposively selected as there was a need to get detailed information regarding the contribution of financial obligations to the education service delivery in Uganda.

3.8 Data Collection

This study employed the following instruments in the collection of data; a questionnaire survey and interview survey. In this study, the researcher used questionnaires and interviews as primary sources of gathering data and documentary analysis as secondary method. The first two tools were preferred because they were the best in determining the affective domain of the respondents. As noted by Amin (2005), they are the best tools for getting views, perceptions, feeling and attitudes of respondents.

3.8.1 Research Questionnaire

The study employed a questionnaire Survey. This was because it was highly suitable as respondents found it easy to answer and allowed the researcher to easily identify the main concerns of the respondents. The questionnaires were close-ended, designed in appropriate Likert scales to solicit the opinions of the respondents. A four (4) Likert scales was preferred because they provided standardized sets of response options that represented varying degrees of agreement. The researcher used questionnaire because it was a reliable and dependable instrument for collecting information from respondents who were scattered in a vast areas as noted by Ghosh (2000). The questionnaires that were used in this study were constituted by the quantitative data. The questionnaire covered certain themes that are derived from the research objectives and it was anonymous and confidential. The questionnaires were self-administered since respondents who participated in this study.

1.8.2 Interview Guide

The researcher used interview guide as a tool to obtain firsthand information from the key informants on the services they got from UNICEF- NGO and how such services enabled them to grow. As noted by Amin (2005), interview is an appropriate data collection tool, because the researcher is able to explain and clarify the questions being asked. It accessed in depth information on the roles of NGOs in education service delivery in Uganda. Responses were compared with those from questionnaires. The method had a number of advantages. It ensured interaction and social situation at motivational to both the interviewer and the interviewee. It also gave chance for getting highly personalized data, eases probing and gives a good return rate. This technique was also unique as it aimed at obtaining insights regarding the intricacies

of issues regarding the study variables (roles of NGOs and education service delivery in Uganda) from UNICEF. This study concentrated on face to face interviews.

3.9 Data quality

3.9.1 Testing the validity of the research instrument

The questionnaire was given to the supervisor to judge the validity of questions according to the objectives. After the assessment of the questionnaire, the necessary adjustments were made bearing in mind the objectives of the study. Then a content validity index (CVI) of 0.81 were obtained by using the following formula,

$$CVI = \frac{\text{Number of items rated as relevant}}{\text{Total number of items rated in the questionnaire}}$$

$$CVI = \frac{21}{26} = 0.81$$

Thus, if the CVI computed is above 0.7, the standard Cronbach alpha, the instruments were considered valid. This was also in line with Amin (2005) who noted that the overall CVI for the instrument should be calculated by computing the average of the instrument and for the instrument to be accepted as valid the average index should be 0.70 or above.

3.9.2 Reliability of the instrument

According to Amin (2005), reliability of an instrument refers to the extent to which the research instruments are without bias thus, presenting consistent measurements especially in data collection process. To ensure reliability for interview guides, recorded interviews, extensive interview notes and field notes were ensured so as determine reliability. These processes highlighted potential problems and areas that may be omitted. The pre-test was employed to contribute to the credibility, dependability and trustworthiness of a questionnaire.

3.10 Data control processing and analysis

After authorization from Kampala International University the researcher took and sent the questionnaires to the respondents for answering the set questions. This took two to three weeks

and then the researcher sat down for tabulation of data to get out the useful information to answer the set questions. During the research, the researcher employed different methods for data collection during the study. Other methods such as questionnaires, interviews, observation and documentary analysis were also used. Data on profile of respondents were analyzed using simple frequency counts and percentage distributions.

3.11 Constraints encountered and solutions

Testing: the researcher dealt with research assistants in the administration of the questionnaires in terms of time of administration, understanding of the items in the questionnaires and explanations given to the respondents. Attrition/Mortality: Not all questionnaires may be returned as neither completely answered nor even retrieved back due to circumstances on the part of the respondents such as travel, sickness, hospitalization and refusal/withdrawal to participate. In anticipation to this, the researcher reserved more respondents by exceeding the minimum sample size. The respondents were reminded not to leave any item in the questionnaires unanswered and were closely followed up as to the date of retrieval.

In the course of this research, the principle of anonymity was respected and the researcher did his best to help respondent with negligence to fill the questionnaires form by motivating them. The respondents and entities were coded instead of reflecting their names. Permission to collect data were solicited through a written request to the concerned officials of UNICEF office in the study. The researcher requested the respondents to sign in the Informed Consent Form. All the authors were quoted or whose ideas are used in this study was fully acknowledged through proper citations and referencing. Finally the findings were presented in a generalized manner.

CHAPTER FOUR:

DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

The focus of this chapter is the presentation and description of the role of NGOs and education service delivery in Uganda, a case study of UNICEF-NGO . The bio data responses were analysed using frequencies and percentage distributions as indicated in table 1 and data got from the objectives were analysed by using excel between the variables.

4.1 Biographical data

4.1.1 Determination of the respondents bio-data

Table 2: Sex of respondents

Gender	Frequency	Percentage
Male	18	45.00
Female	22	55.00
Total	40	100.00

Source: Primary data, 2019

The above table no1 shows that 55% of the respondents within UNICEF Non Governmental Organization are female, based on the socio-economic heritage of culture of the people, with only 45% males.

4.1.2 Age of respondents (in years)

Table 3: Age of respondents (in years)

Age	Frequency	Percentage
18-25 years	8	20.00
25-35 years	10	25.00
36-40 years	17	42.50
40 and above	5	12.50
Total	40	100.00

Source: Primary data, 2019

The Age group of the respondent in UNICEF Non Governmental Organization was represented with 20% of 18-25 years, 25-35 years above has 25% which mean that they are house hold with responsibilities, the majority of the respondents were represented 42.5% and these were included between the age of 36-40 years, while 12.5%, a presentation of 5 individuals and these were 40 years old and above.

4.1.3 Marital status of Respondents

Table 4: Marital status of Respondents

Marital status	Frequency	Percentage
Married	28	70.00
Single	7	17.500
Widowers	5	12.50
Total	40	100.00

Source: Primary data, 2019

From the above table it is indicated that the majority of our respondents were married , a representation of (70.0%) followed by single (17.5%). 12.5% represented widow, a representation of 5 respondents.

4.1.4 Occupation of respondents

Table 5: Occupation of respondents

Occupation	Frequency	Percentage
Normal employees	33	82.50
Supervisors	3	7.50
Managers	3	7.50
Directors	1	2.50
Total	40	100.00

Source: Primary data, 2019

The occupation of the respondent was represented by 82.5% Normal employees, 7.5%

supervisors, 7.5% managers and 2.5% of directors. This implies that the majority of employees are in low level of management.

4.1.5 Educational qualification

Table 6: Showing the Education Level of Respondents

Education Level	Frequency	Percent (%)
Diploma	7	17.50
Post graduate	18	45.00
Degree	12	30.00
PhD	3	7.50
Total	100	100.0

Source: primary data, 2019

The table above indicated that, (45%) representing (18) respondents were post graduate holders, followed by (30.0%) representing (12) were of degree and (7.5%) a representation of (3) were PhD holders. This shows that the majority of the respondents were not educated.

4.2 Various contributions laid by the NGO towards education in Uganda.

4.2.1 NGO's can be a tool to get all children into schools

Answers to the Statement	Frequency	Percentage
Yes	31	77.5
No	-	-
Maybe	9	22.5
Total	100	100.0

Source: Primary data, 20119

Based on the statement that states that the NGO's can be a tool to get all children into schools, out of 40 NGO Members, 77.5% responded to YES, 22.5% responded to Maybe and 0% responded to NO on the statement.

4.2.2 The government is making efforts for the improvement of Primary Education

Answers to the Statement	Frequency	Percentage
Yes	31	77.5
No	-	-
Maybe	9	22.5
Total	40	100.0

Source: Primary data, 2011/19

From the question that stated that the government is making efforts for the improvement of Primary Education, out of 40 NGO Members, 0% responded to YES, 0% responded to MAYBE and 100% responded to NO on the statement

4.2.3 Organization provide various awareness programs such as health and hygiene awareness programs etc to the funding school

Answers to the Statement	Frequency	Percentage
Yes	35	77.5
No	5	12.5
Maybe	-	-
Total	40	100.00

Source: Primary data, 2011/19

From the question that stated that the organization provide various awareness programs such as health and hygiene awareness programs etc to the funding school, out of 40 NGO Members, 12.5% responded to NO, 87.5% responded to Yes and 0% responded to Maybe on the statement.

4.2.4 Increments have been provided to teachers of the funded schools

Answers to the Statement	Frequency	Percentage
Yes	31	77.5
No	5	12.5
Maybe	4	10
Total	40	100.00

Source: Primary data, 2011/19

Concerning the question that states that the increments have been provided to teachers of the funded schools, out of 40 NGO Members, 10% responded to Maybe, 77.5% responded to YES and 12.5% responded to NO on the statement

4.2.5 The organization always visit the funded schools to check whether or not they are functioning properly

Answers to the Statement	Frequency	Percentage
Yes	34	85
No	-	-
Maybe	6	15
Total	40	100.00

Source: Primary data, 20119

The above table shows that the organization was always visited by the funded schools to check whether or not they are functioning properly, out of 40 NGO Members, 85% responded to Yes, 15% responded to Maybe and 0% responded to No on the statement

4.3 Future prospects of the NGO in enhancing quality education in Uganda

4.3.1 The schools that are being funded by the NGOs are in a better position than those funded by the Government

Answers to the Statement	Frequency	Percentage
Yes	34	85
No	-	-
Maybe	6	15
Total	40	100.00

Source: Primary data, 20119

The above table shows that out of 40 NGO Members, 40% responded by No, 60% responded to Sometimes and 0% responded to Never on the statement on that the schools that are being funded by the NGOs are in a better position than those funded by the Government.

4.3.2 Have you been able to fulfill the aims and objectives of your organization towards primary education?.

Answers to the Statement	Frequency	Percentage
Yes	26	65
No	-	-
Maybe	14	35
Total	40	100.00

Source: Primary data, 20119

From the question as stated above, out of 40 NGO Members, 65% responded to Yes, 35% responded to Maybe and 0% responded to No on the statement

4.3.3 The quality of primary education can be maintained through qualified and skilled teachers

Answers to the Statement	Frequency	Percentage
Yes	20	50
No	4	10
Maybe	16	40
Total	40	100.00

Source: Primary data, 20119

From the question as stated above, out of 40 NGO Members, 10% responded to NO, 40% responded to Maybe and 50% responded to YES on the statement that the quality of primary education can be maintained through qualified and skilled teachers.

4.4 Opinions of the NGO on the efforts made by the government for improving Primary Education in Uganda.

4.4.1 Have your NGO been ever funded by the Government!

Answers to the Statement	Frequency	Percentage
Yes	22	55
No	17	42.5
Maybe	1	2.5
Total	40	100.00

Source: Primary data, 20119

The above table shows that Out of 40 NGO Members, 2.5% responded to Maybe, 55% responded to YES and 42.5% responded to No on the statement

4.4.2 Has UNICEF been working in collaboration with the Government for providing better education in Primary sector!

Answers to the Statement	Frequency	Percentage
Yes	24	60
No	16	40
Maybe	-	-
Total	40	100.00

Source: Primary data, 20119

The above table shows that out of 40 NGO Members, 60% responded to YES, 40% responded to NO and 0% responded to Never on the statement that the UNICEF has been working in collaboration with the Government for providing better education in Primary sector.

4.4.3 UNICEF can provide different stationary facilities like book, copies, pen, pencils etc to the funded schools

Answers to the Statement	Frequency	Percentage
Yes	22	55
No	15	37.5
Maybe	3	7.5
Total	40	100.00

Source: Primary data, 20119

The above table shows that out of 40 NGO Members, 7.5% responded to maybe, 55% responded to YES and 37.5% responded to NO on the statement that the UNICEF can provide different stationary facilities like book, copies, pen, pencils etc to the funded schools.

4.4.4 UNICEF can provide mid-day meal facilities to the funding schools

Answers to the Statement	Frequency	Percentage
Yes	33	82.5
No	-	-
Maybe	7	17.5
Total	40	100.00

Source: Primary data, 20119

CHAPTER FIVE: DISCUSSIONS OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Discussions of findings

Findings on the various contributions laid by the NGO towards education in Uganda showed that NGO's can be a tool to get all children into schools, out of 40 NGO Members, 77.5% responded to YES, 22.5% responded to Maybe and 0% responded to NO on the statement.

the government is making efforts for the improvement of Primary Education, out of 40 NGO Members, 0% responded to YES, 0% responded to Maybe and 100% responded to NO on the statement; the organization provide various awareness programs such as health and hygiene awareness programs etc to the funding school, out of 40 NGO Members, 12.5% responded to NO, 87.5% responded to Yes and 0% responded to Maybe on the statement.

the organization was always visited by the funded schools to check whether or not they are functioning properly, out of 40 NGO Members, 85% responded to Yes, 15% responded to Maybe and 0% responded to No on the statement.

Moreover, findings on the future prospects of the NGO in enhancing quality education in Uganda out of 40 NGO Members, 40% responded by No, 60% responded to Sometimes and 0% responded to Never on the statement on that the schools that are being funded by the NGOs are in a better position than those funded by the Government; out of 40 NGO Members, 65% responded to Yes, 35% responded to Maybe and 0% responded to No on the statement said that they were able to fulfill the aims and objectives of the organization towards primary education; out of 40 NGO Members, 10% responded to NO, 40% responded to Maybe and 50% responded to YES on the statement that the quality of primary education can be maintained through qualified and skilled teachers and Opinions of the NGO on the efforts made by the government for improving Primary Education in Uganda and out of 40 NGO Members, 2.5% responded to Maybe, 55% responded to YES and 42.5% responded to No on the statement that they the UNICEF has been ever funded by the Government,; out of 40 NGO Members, 60% responded to YES, 40% responded to NO and 0% responded to Never on the statement that the UNICEF has been working in collaboration with the Government for providing better education in Primary sector

out of 40 NGO Members, 7.5% responded to maybe, 55% responded to YES and 37.5% responded to NO on the statement that the UNICEF can provide different stationary facilities like book, copies, pen, pencils etc to the funded schools.

Finally, findings on the opinions of the NGO on the efforts made by the government for improving Primary Education in Uganda that out of 40 NGO Members, 2.5% responded to Maybe, 55% responded to YES and 42.5% responded to No on the statement that NGO been ever funded by the Government; out of 40 NGO Members, 60% responded to YES, 40% responded to NO and 0% responded to Never on the statement that the UNICEF has been working in collaboration with the Government for providing better education in Primary sector out of 40 NGO Members, 7.5% responded to maybe, 55% responded to YES and 37.5% responded to NO on the statement that the UNICEF can provide different stationary facilities like book, copies, pen, pencils etc to the funded schools and out of 40 NGO Members, 17.5% responded to Maybe, 82.5% responded by YES and 0% responded to Never on the statement that the UNICEF can provide mid-day meal facilities to the funding schools

5.2 Conclusion

Primary education is one of the very important aspects for each and every individual, it is the foundation in which the further educational life of an individual depends. The process of getting each and every child free and compulsory education is on its progress yet there are vague space that are needed to be filled. The study revealed that the aims and purposes that UNICEF held is to enhance the quality of primary education and provide training programs for the teachers so that they are able to learn new innovative techniques in teaching and promote better education to the children. The UNICEF has the aim to recruit skilled teachers and provide them into different schools run by NGOs as well as other schools of rural areas.

The study further revealed that some of the NGOs contributed to provide different awareness on educational programs and sensitize parents on the reasons as to why education is important in this modern world. UNICEF has been providing different facilities for enhancing the quality of primary education.

Uganda is one of the rapidly progressing states in its higher education sector but the main foundation which defines the quality of each and every individual is embedded in its roots, so here we are talking about the primary education where the each child is molded towards their development and their own uniqueness. Primary education is generally the responsibility of both the central and the state government but most often the main responsibilities lies upon the state government.

Despite the various steps and measures have been taken up for the development of primary education by the government, yet still there are some lacuna or problem that arises with time harnessing a poor quality of education. Primary education in Uganda is currently facing different challenges. Some of the challenges we can observed is the fact that there is a vast difference in the quality of education, both in government and private schools. Where the private schools can provide surplus amount of good teachers, different learning materials and with good infrastructure and in government schools the problems are poor school infrastructure, such as shortages of classrooms and toilets and insufficient learning materials

etc., which eventually led to the poor quality in primary education. So, here when the government fails or becomes unsuccessful for enhancing the quality in primary education. Now, it's time when the UNICEF who work on non-profit basis and are said to be independent from government shall act for challenging the government and work for providing better education in primary education. It has also been found that there is a growing relationship between UNICEF and governments.

5.3 Recommendations

UNICEF should contribute to quality of democratic governance, transparency, accountability and provide a flat form for ethical practice. Integrity is essential for global market to flourish and UNICEF should ensure international agreements based on Education Service Delivery. UNICEF should focus on ethics management system in line with Education Service Delivery.

There should be more civil society networking to establish stronger platform for advocacy public debate underpinned by UNICEF code of conduct. There is also a need to heighten civic education and make a concerted attack on corruption which can lead to ‘Klep to cracy’ literally meaning “rule by thieves” unethical practices can facilitate environmental destruction, violation of social right worker protection unionization prevention and child labour, all can be fought if there is a vibrant CBO to voice the concerns of public to government The government should work with UNICEF as partners and improve on their relationship by collaboration as development and democratic partners in Education Service Delivery.

There is need to create a framework for enabling the general public to participate in monitoring and reviewing the operations of UNICEF based on Education Service Delivery.

UNICEF needs to show more trust in the citizens by providing them with relevant information on Education Service Delivery. This may increase the public trust in the operations of the organization.

There is need to create a framework for ensuring transparency. Citizens need to be involved in the management of CBOs. UNICEF should initiate opportunities for more stakeholder participation to improve on effective identification of stakeholder needs based on Education Service Delivery.

5.4 Recommendations for Further Research

- i. The researcher recommends that further research should be carried out on the effect of Decentralization of CBOs on their effectiveness in Education Service Delivery
- ii. The researcher recommends that further research should be carried out on appropriate strategies to develop values of accountability, transparency and integrity in CBOs.

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APPENDICES

APPENDIX I: RESEARCH QUESTIONNAIRE

Dear respondent,

Dear Respondent, Nizeyimana Julius, pursuing Bachelor's degree in Art of Public administration of Kampala international university. I am carrying out a research on the role of NGOS and education service delivery in Uganda, A case study of UNICEF NGO. This questionnaire is prepared for the sole purpose of obtaining information to respond to the assigned objectives. You have been selected to be part of the sample. This study is purely for academic purposes and the information obtained will be treated with the highest degree of confidentiality. In order to achieve the aims and objectives of the study, the researcher kindly requests you to provide appropriate information for the questionnaire below:

Section A: Demographic characteristics of the respondents

Notice: Tick or write answers in full where applicable.

1. Gender

Male

Female

2. Age

20-39 years

40-49years

50-59 years

60 years

3. Education Level (Please Specify):

(1) Certificate

(2) Diploma

(3) Bachelors

(4) Masters

(5) Ph.D.

4. Number of Years (Working Experience) (Please Tick):

Below 2 years

3-5years

Section B. Various contributions laid by the NGO towards education in Uganda.

5. Is UNICEF's a tool able to get all children into schools?

Answers to the Statement	Answers
Yes	
No	
Maybe	

6. Does government able to making efforts for the improvement of Primary Education?

Answers to the Statement	Answers
Yes	
No	
Maybe	

7. Is the Organization provide various awareness programs such as health and hygiene awareness programs etc to the funding school?

Answers to the Statement	Answers
Yes	
No	
Maybe	

8. Are the Increments being provided to teachers of the funded schools?

Answers to the Statement	Answers
Yes	
No	
Maybe	

9. Is the organization always visit the funded schools to check whether or not they are functioning properly

Answers to the Statement	Answers
Yes	
No	
Maybe	

Section C. Future prospects of the NGO in enhancing quality education in Uganda

10. Are the schools that are being funded by the NGOs are in a better position than those funded by the Government?

Answers to the Statement	Answers
Yes	
No	
Maybe	

11. Have you been able to fulfill the aims and objectives of your organization towards primary education?.

Answers to the Statement	Answers
Yes	
No	
Maybe	

12 does the quality of primary education be maintained through qualified and skilled teachers ?

Answers to the Statement	Answers
Yes	
No	
Maybe	

Section D. Opinions of the NGO on the efforts made by the government for improving Primary Education in Uganda.

3. Have your NGO been ever funded by the Government?

Answers to the Statement	Answers
Yes	
No	
Maybe	

14. Has UNICEF been working in collaboration with the Government for providing better education in Primary sector?

Answers to the Statement	Answers
Yes	
No	
Maybe	

15 Can UNICEF provide different stationary facilities like book, copies, pen, pencils etc to the funded schools?

Answers to the Statement	Answers
Yes	
No	
Maybe	

16. Can UNICEF provide mid-day meal facilities to the funding schools?

Answers to the Statement	Answers
Yes	
No	
Maybe	

APPENDIX II: INTERVIEW GUIDE

1. What aims and purpose does your NGO hold for enhancing the quality of Primary education?

2. Is your organization providing different facilities for enhancing quality of Primary education? What are they?

3. Where from your NGO is being funded?

4. How much funds you have raised till now for the development of Primary education?

5. What contributions your organization has done till date for the primary education sector?

6. What are the future agendas of your organization towards the enhancement of primary education?

.....
.....
.....

D5. Are you a member a lobby group for job creation?

- a) Yes
- b) No

D6. If yes, how has the lobby group helped you?

.....
.....
.....

D7. Do you know of any government policy for youth unemployment?

- a) Yes
- b) No

D8. If yes, specify the policy

.....

D9. What does the policy say or do for unemployed youth?

.....
.....

D10. Are you a member of any self-help group to boost productivity?

- a) Yes
- b) No
- c) If yes, specify the help group

.....
.....

Thank you very much for the cooperation

APPENDIX III: TIME FRAMEWORK

Schedules	NOV. 18	Dec 18	Jan 19	Feb.	Mar19	Apr 19
Primary and secondary data collection on the proposal						
Proposal editing						
Submission of the proposal						
Collection and Compilation of Data						
Editing the report work						
Handing in of the final report						

APPENDIX IV: ESTIMATED BUDGET

No	Schedules	Items	Units	Total units
	Library	2	25,000/=	50,000/=
	Bundles	1GB	30,000/=	30,000/=
	Proposal works	Printing	4000/=	12,000/=
		Binding	1,500/=	4,500/=
	Report work	Printing	10,000/=	30,000/=
		Binding	8,000/=	24,000/=
	Fare	2 and front	4,000/= (14days)	56,000
	Food and beverage		5,000/=	70,000/=
General Total				276, 593/=